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| **Project Reflection Sheet** How did you use technology to implement the 9 UDL guidelines? Explain in the nine boxes below. | |
| **I.** [**Provide Multiple Means of Representation:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle1) | **Your notes** |
| 1. [Provide options for perception](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) | In conjunction with written materials, the class will be able to use the internet to research endangered and threatened species (World Wildlife Foundation website or nature.org). Students will then be able to provide their findings via various media including audio clips, video clips, and digital posters. |
| * 1. [Offer ways of customizing the display of information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| **1.2** [Offer alternatives for auditory information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| **1.3** [Offer alternatives for visual information](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g1) |
| 1. [Provide options for language, mathematical expressions, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) | This lesson provides students with several opportunities to illustrate their knowledge. Students will take the objective and be able to present in a variety of ways: podcast, blog, glogster, or video software. These will allow students to demonstrate their knowledge, but in a way that appeals to the student strangths. It is important to add that PowerPoint is not an option because we believe it is not as interactive as the other tools. |
| **2.1** [Clarify vocabulary and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.2** [Clarify syntax and structure](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.3** [Support decoding of text, and mathematical notation, and symbols](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.4** [Promote understanding across language](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| **2.5** [Illustrate through multiple media](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g2) |
| 1. [Provide options for comprehension](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) | The research aspect of this lesson will help the students get a sense of background information. The World Wildlife Foundation website has wonderful photos that will help the students visualize and get to know their subject. “Putting a name with a face” so to speak. |
| **3.1** [Activate or supply background knowledge](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **3.2** [Highlight patterns, critical features, big ideas, and relationships](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **3.3** [Guide information processing, visualization, and manipulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **3.4** [Maximize transfer and generalization](http://www.udlcenter.org/aboutudl/udlguidelines/principle1#principle1_g3) |
| **II.** [**Provide Multiple Means for Action and Expression:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle2) | **Your notes** |
| 1. [Provide options for physical action](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) | Students will be given the option to act their topic(s) out. This includes options for podcasts, video technologies, etc. Those students who may have difficulties with written language will be given the opportunity to use their voices, rather than writing their conclusions. |
| **4.1** [Vary the methods for response and navigation](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |
| **4.2** [Optimize access to tools and assistive technologies](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g4) |
| 1. [Provide options for expression and communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) | The students will be presenting their information via various media: video technology, “radio broadcasts”, informative posters, etc. |
| **5.1** [Use multiple media for communication](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| **5.2** [Use multiple tools for construction and composition](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| **5.3** [Build fluencies with graduated labels of support for practice and performance](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g5) |
| 1. [Provide options for executive functions](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) | The students will be given a rubric of expected outcomes and the foci of their presentations. The implementation of technology and their presentation will be their choice. |
| **6.1** [Guide appropriate goal setting](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **6.2** [Support planning and strategy development](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **6.3** [Facilitate managing information and resources](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **6.4** [Enhance capacity for monitoring progress](http://www.udlcenter.org/aboutudl/udlguidelines/principle2#principle2_g6) |
| **III.** [**Provide Multiple Means for Engagement:**](http://www.udlcenter.org/aboutudl/udlguidelines/principle3) | **Your notes** |
| 1. [Provide options for recruiting interest](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) | Due to the varied nature of the culminating activity, the student as an individual will be emphasized. Students can write, make a poster, movie, or podcast to obtain their objective. The purpose of this exercise is to see how the status of an animal (extinct, endangered, threatened, etc.) impacts our lives. |
| **7.1** [Optimize individual choice and autonomy](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| **7.2** [Optimize relevance, value, and authenticity](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| **7.3** [Minimize threats and distractions](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g7) |
| 1. [Provide options for sustaining effort and persistence](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) | For this exercise we offers many interactive ways to demonstrate knowledge. This will benefit our students who may have difficulty with written language skills. |
| **8.1** [Heighten salience of goals and objectives](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **8.2** [Vary demands and resources to optimize challenge](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **8.3** [Foster collaboration and community](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| **8.4** [Increase mastery-oriented feedback](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g8) |
| 1. [Provide options for self-regulation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) | The rubrics will guide the students in their structure and performance. The implementation of the various technologies provide for the strengths of the majority of the students in the class. |
| **9.1** [Promote expectations and beliefs that optimize motivation](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |
| **9.2** [Facilitate personal coping skills and strategies](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |
| **9.3** [Develop self-assessment and reflection](http://www.udlcenter.org/aboutudl/udlguidelines/principle3#principle3_g9) |
| **How did you integrate technology into the goals, materials, methods, and assessment for this lesson to improve students’ understanding of content?** | **We introduced the use of various media technology: podcasting, video technology, poster making technology. The student needs to investigate and research via the internet to obtain the information that is necessary for the completion of this project.** |
| **What technology was used? By whom? Why was this appropriate technology to integrate?** | **-The internet will be used by the student as an information gathering device.**  **-Word processing technology, video technology, and podcasting technology will be used by the students to implement and present their ideas.**  **-These methods of information gathering and idea implementation**  **-will make for an excellent hook for the student**  **-the visual aspect will be a boon for our visual learners**  **-the option for our students to present in written, verbal, or visual formats is broad enough to appeal to the strengths of most students.**  **-act as a wonderful enrichment tool.** |
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